

# RHODE ISLAND

STATE ASSESSMENT PROGRAM  
2001



Health Education  
Performance Assessment

**Interpretation Guide for Families**  
**Grades 5 and 9**

**STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS**  
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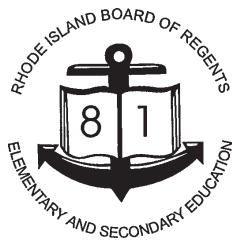
## . . . . . Acknowledgments

Development and implementation of the Rhode Island Health Education Performance Assessment have been collaborative efforts since the introduction of health education to the State Assessment Program in 1986. Educators, administrators, parents, school-nurse teachers, health-care providers, representatives of higher education, and Department of Health and the community joined with staff from the Department of Education to develop open-ended performance assessment and multiple-choice items at grades 5 and 9.

The 2001 Health Education Performance Assessment is based on the *Rhode Island Common Core* and the Rhode Island Health Education Framework, *Health Literacy for ALL Students*. The Rhode Island Department of Elementary and Secondary Education recognizes and thanks all those who participated in the development of the assessments.

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State of Rhode Island and Providence Plantations  
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September 2001

Dear Family Member:

This past spring your child took a health education performance test as part of the Rhode Island State Assessment Program.

This challenging test is called performance assessment because it requires the student to demonstrate what he or she knows and is able to do in health education. Each student has to answer 24 multiple-choice questions and 8 essay (performance-assessment) questions based on the health education standards listed on page 1. So that you will have a better idea of what the test was like, we have included in this guide some examples of the multiple-choice and open-ended questions and answers from both the grade 5 and grade 9 assessments. The guide also explains how the test was scored and by whom.

Research shows that good health is a necessary precondition for optimal academic success and that children who are healthy learn more effectively. High quality health education increases the likelihood that young people will develop healthier lifestyle practices and resist engaging in risky health behaviors. Rhode Island's health assessment measures knowledge and skills and is based on the Regents' endorsed content standards detailed in *Health Literacy for ALL Students, The Rhode Island Health Education Framework*.

Scores from our health education assessment show that there clearly is room for improvement, with only one in five students meeting the Board of Regents' performance standard at either of the grades tested. Improvement in students' health knowledge and skills will take time but is essential. Dr. Patricia Nolan, Director of the Rhode Island Department of Health, agrees with findings of a national recent Gallup poll. "Parents want their children to know how to choose healthy lifestyles. Our children need the information and skills taught in effective health education to be ready to lead healthy, productive lives." This assessment helps to measure children's progress towards having the knowledge and skills to lead healthy, productive lives.

If you have any questions about the information in this guide, please contact your child's teacher or school principal. To learn more about health education, please call the Rhode Island Department of Education and ask for Healthy Schools! Healthy Kids! or visit the Website at [www.ridoe.net](http://www.ridoe.net).

Sincerely,

Peter McWalters  
Commissioner

PM(CYC):mmg

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# Table of Contents

<b>RHODE ISLAND’S HEALTH EDUCATION STANDARDS .....</b>	<b>1</b>
<b>SCORING AND REPORTING PERFORMANCE ASSESSMENT .....</b>	<b>2</b>
Health Education Performance-Assessment Scoring .....	2
Rhode Island Health Education Scoring Guide (Rubric) .....	2
<b>HEALTH EDUCATION PERFORMANCE-ASSESSMENT SCORE REPORT....</b>	<b>3</b>
<b>GRADE FIVE EXAMPLES .....</b>	<b>4</b>
Performance-Assessment Examples .....	4
Question 1 .....	4
Score of 3, Achieved the Standard .....	5
Score of 4, Achieved the Standard with Honors .....	6
Question 2 .....	7
Score of 3, Achieved the Standard .....	8
Score of 4, Achieved the Standard with Honors .....	9
Multiple-Choice Examples .....	10
Question 3 .....	10
Question 4 .....	11
<b>GRADE NINE EXAMPLES .....</b>	<b>12</b>
Performance-Assessment Examples .....	12
Question 1 .....	12
Score of 3, Achieved the Standard .....	13
Score of 4, Achieved the Standard with Honors .....	14
Question 2 .....	15
Score of 3, Achieved the Standard .....	15
Score of 4, Achieved the Standard with Honors .....	17
Multiple-Choice Examples .....	18
Question 3 .....	18
Question 4 .....	19

# RHODE ISLAND'S HEALTH EDUCATION STANDARDS

## Standard One

Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

*(What do I need to know and do to live a long and healthy life?\*)*

## Standard Two

Students will demonstrate the ability to access valid health information and health-promoting products and services.

*(Do I know where and how to get good information about health products and services?\*)*

## Standard Three

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

*(What do I need to do to keep myself healthy and safe?\*)*

## Standard Four

Students will analyze the influence of culture, media, technology, and other factors on health.

*(How does the world I live in affect my health?\*)*

## Standard Five

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

*(How can I communicate my ideas and feelings in a healthy way?\*)*

## Standard Six

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

*(How can I set goals and make decisions that will keep me healthy?\*)*

## Standard Seven

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

*(How can I help keep my community healthy?\*)*

\* Adapted from Burrillville schools

# SCORING AND REPORTING PERFORMANCE ASSESSMENT

## Health Education Performance-Assessment Scoring

Every student's answers to each open-ended question in the health-education performance assessment are read and scored by well-trained professional scorers. While the multiple-choice questions have one correct answer only, students can answer the performance-assessment questions in many ways. To ensure consistency from scorer to scorer, scorers use the five-point scoring guide below. The score points reflect, on a scale of 0 to 4, increasing levels of how well the student's answer demonstrated his/her understanding of the test question. For example, a score of 3 means that a student's answer to that question met the described criteria for that score point. A score of 3 on a health education open-ended question or assessment item means that the student has met the performance standard for that item. Performance standards answer the question, "How good is good enough?"

If your child was a fifth grader last spring, see pages 4 through 9 for performance-assessment student examples and pages 10 and 11 for multiple-choice examples. If your child was a ninth grader last spring, turn to pages 12 through 17 for student examples of performance assessment and pages 18 and 19 for examples of multiple-choice questions.

Your child's score is based on the total number of points earned on the performance-assessment questions and correct answers to the multiple-choice questions. The highest possible score is 56.

This scoring guide (sometimes called a rubric) was developed by a committee of Rhode Island educators and parents.

## Rhode Island Health Education Scoring Guide (Rubric)

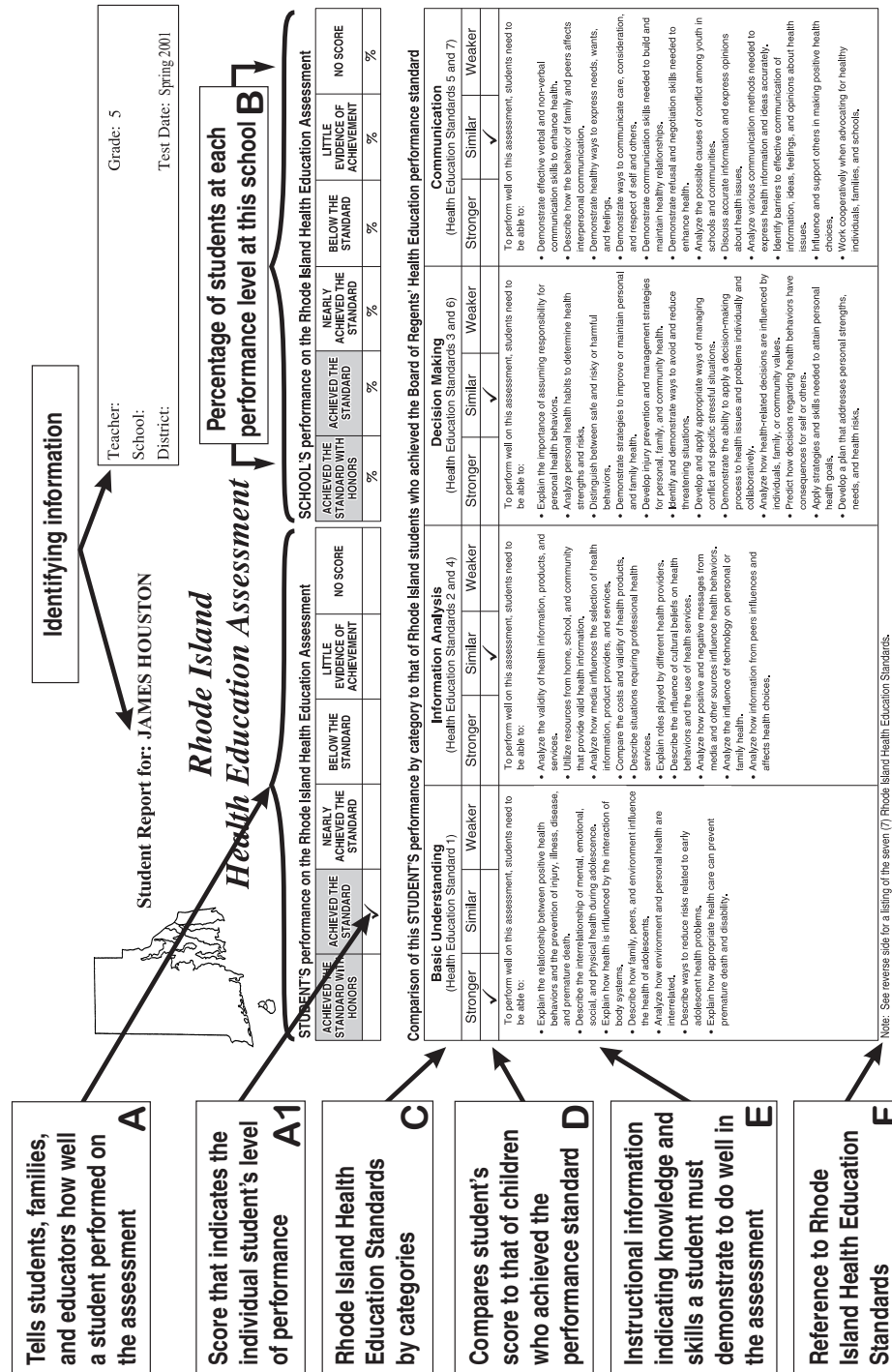
SCORE	DESCRIPTION
4	<ul style="list-style-type: none"><li>• Selects information that is both health enhancing and relevant to the task</li><li>• Presents complete and accurate information in response to the task</li><li>• Demonstrates an in-depth understanding of health concepts</li></ul>
3	<ul style="list-style-type: none"><li>• Selects information that is both health enhancing and relevant to the task</li><li>• Presents complete and accurate information in response to the task</li><li>• Demonstrates an understanding of major health concepts</li></ul>
2	<ul style="list-style-type: none"><li>• Selects some information that is health enhancing and relevant to the task</li><li>• May present support that is simplistic or flawed</li><li>• May demonstrate partial understanding of some health concepts and/or complete only part(s) of the task</li></ul>
1	<ul style="list-style-type: none"><li>• Selects information in an attempt to respond to the task</li><li>• Presents limited information that may have little or no accuracy</li><li>• May demonstrate minimal understanding of health-enhancing knowledge/skills</li></ul>
0	<ul style="list-style-type: none"><li>• Is incorrect</li><li>• Is not health enhancing</li><li>• Does not demonstrate an understanding of health-enhancing knowledge/skills relevant to the task</li></ul>



# HEALTH EDUCATION PERFORMANCE-ASSESSMENT SCORE REPORT

The score report tells parents and/or guardians and teachers

- how well your child has performed on the Health Education Assessment (Box A);
- how well all of the children in your child's school have scored (Box B);
- how each student's performance compares to that of children who achieved the performance standard established by the Board of Regents (Box D); and
- about the knowledge and skills that students must demonstrate to do well on this assessment (Box E).





# GRADE FIVE EXAMPLES

## Performance-Assessment Examples

The following are examples of two different grade 5 performance-assessment items and student responses. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 2. The student samples displayed here received scores of 3, a score that achieves the performance standard, and 4, a score that exceeds the performance standard, responses that demonstrate the ability to apply, analyze, and interpret health concepts and skills on these items. This high level of achievement is the performance standard expected of ALL students by 2003. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

### QUESTION 1

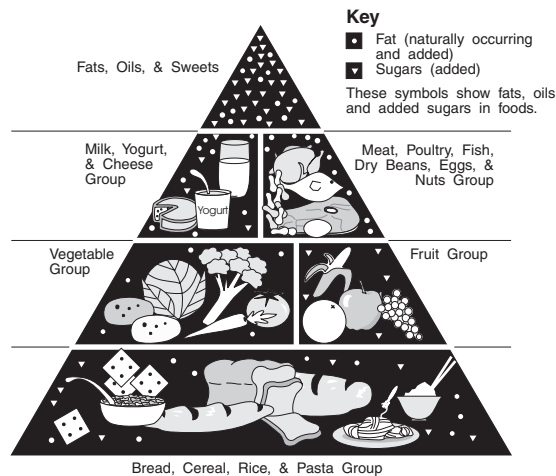
#### Standard One: Health Concepts

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

#### Performance Description

Identify indicators of good nutrition during childhood (food pyramid, major nutrients, and impact of proper nutrition on health).

**TEST QUESTION:** Use the food pyramid below to plan a healthy and enjoyable one-day menu. Include breakfast, lunch, dinner, and snacks.



## GRADE FIVE EXAMPLES

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

A good day should start off with a good breakfast. A healthy and delicious breakfast could be two pieces of toast with yogurt that has a bit of cereal mixed in with it. If one wanted to they could put butter on their toast but not too much. A drink to go with breakfast could be orange juice, it's great any time.

There are more choices for lunch but that doesn't always mean more fat. One of my favorite lunches is salad with tomato, carrots and broccoli on top. To go with your salad crackers are always good. For a drink milk is healthy but juice is good to. To top it off maybe a brownie.

Dinner is my favorite. A healthy dinner could be baked chicken with a baked potato and corn-on-the-cob. Milk is probably the best drink. For dessert some vanilla ice cream. In between meals vegetables with salad dressing is delicious and healthy.

**ANALYSIS:** This student's response is a 3 because it describes a complete, balanced menu for the day. All food groups are proportionally represented and the student acknowledges that fats should be consumed sparingly with statements such as, "they could put butter on it but not too much." Further elaboration on topics such as serving size, number of recommended servings, or the nutrients supplied by various foods would raise this score to a 4. The completeness of this answer makes it better than a score of 2.

## GRADE FIVE EXAMPLES

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

This is a plan for a one day menu. For breakfast, I chose cereal, milk, and sliced banana to go in the cereal. For lunch, I chose a peanut butter and jelly sandwich, fruit juice, and yogurt. For snacks, I chose carrot sticks, cheese and crackers, apples, oranges, and grapes. For dinner, I chose spaghetti and meatballs, Italian bread, tomato sauce, and broccoli on the side. That is my one day menu.

The meat, peanut butter, and meatballs, provide a good source of protein, which helps our muscles grow. The dairy, milk, yogurt, and cheese, contain calcium that help our bones stay strong. The fruits and vegetables, sliced banana, grape jelly, fruit juice, carrot sticks, apples, oranges, grapes, tomato sauce, and broccoli, contain vitamins to help our body work. The breads, cereal, crackers, spaghetti, and Italian bread, contain iron that helps your body grow. That is why I included what I included.

**ANALYSIS:** This student's response demonstrates in-depth understanding of good nutrition by presenting a balanced one-day menu that clearly reflects the guidelines of the food pyramid. The menu includes servings from each of the five groups in proportion to the food pyramid specifications. The response demonstrates additional insight by identifying the major nutrients (protein, calcium, and vitamins) found in the foods and discussing how each of these nutrients helps "the body," "protein, which helps our muscles grow," "calcium that help our bones stay strong," and "vitamins to help our body work."

## GRADE FIVE EXAMPLES

### QUESTION 2

#### **Standard Two: Accessing Valid Health Information, Products and Services**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

#### **Performance Description**

Locate resources from home, school, and community that provide help.

**TEST QUESTION:** A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or “fit in.” Who could Lucia talk to for help? How could this person help Lucia?

## GRADE FIVE EXAMPLES

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

Lucia could talk to her parents or her counciler. They can help her by telling her to speak up and ask kids if they want go swing on the swings, or play soccer. She could have her parents write a note to her teacher and have her teacher have someone show Lucia around the building and playground. Or Lucia can share stuff with kids in her class. I think that if Lucia does all of these things she may make friends.

**ANALYSIS:** This student's response is a 3 because it identifies several appropriate people and describes different ways each could help: "her parents or her counciler ... by telling her to speak up and ask kids if they want go swing" and "her parents write a note to her teacher and have her teacher have someone show Lucia around the building and playground." The response also indicates that Lucia might help herself by sharing "stuff with kids in her class." Greater insight or additional suggestions of ways people could help would raise this score to a 4. The details provided in this response make it better than a score of 2.

## GRADE FIVE EXAMPLES

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

One person that Lucia could talk to for help is the guidance counselor at her new school. The reason that talking to this person would help her is that he/she could give Lucia some tips on how to make friends. Also, she could talk to her parents. They could help her make friends and "fit in" because they have probably been through the same thing that she is going through now and they can give her advice from their own experience. Two more people that Lucia could ask for help are her teacher and her principal. Her teacher could help by introducing her to the class and maybe asking a few of the children in her class to talk to Lucia. The principal could help in the same way. I would talk to these people because I would feel as though they are the ones who I can trust the most.

**ANALYSIS:** This student's response is a 4 because it demonstrates in-depth understanding by providing insightful explanations of how various people could help Lucia. These include, "the guidance counselor ... could give Lucia some tips on how to make friends," "her parents ... can give advice from their own experience," "her teacher could help by introducing her," and "the principal could help in the same way." The response offers further understanding of the situation by indicating that these are good resources because "they are the ones who I can trust the most."

## GRADE FIVE EXAMPLES

### **Multiple-Choice Examples**

Below and on the following page are examples of grade 5 multiple-choice items, possible answers, and explanations as to why each response is correct or incorrect.

#### **QUESTION 3**

##### **Standard One: Health Concepts**

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

##### **Performance Description**

Describe relationships between personal health behaviors and individual well being.

#### **TEST QUESTION:**

Why would a doctor or dentist write a prescription for fluoride?

- |   |  |
|---|--|
| A. to make the patient's teeth stronger | A. Correct. Fluoride makes teeth and bones stronger and more resistant to decay. |
| B. to make the patient's gums healthier | B. Incorrect. There is no evidence that fluoride affects soft tissues.           |
| C. to kill germs in the patient's mouth | C. Incorrect. Bacteria and viruses are not affected by fluoride.                 |
| D. to whiten the patient's teeth        | D. Incorrect. Fluoride does not affect the color of teeth.                       |



## GRADE FIVE EXAMPLES

### QUESTION 4

#### Standard One: Health Concepts

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

#### *Performance Description*

Discriminate between people who care for you and people who may try to harm you.

#### TEST QUESTION:

A stranger has a picture of a little puppy that he says is lost. He says he needs your help. What should you do?

- |                                 |  |
|---------------------------------|--|
| A. Help find the puppy.         | A. Incorrect. If the stranger has malicious intentions, offering to help may put the child in jeopardy.  |
| B. Bring a friend to help.      | B. Incorrect. Although there is greater safety in numbers, "bringing a friend" could put both children in danger.  |
| C. Go with him to look.         | C. Incorrect. Children should never go anywhere with a stranger.   |
| D. Stay away and tell an adult. | D. Correct. Staying away from the stranger is the most effective way to avoid potential danger in this situation. The child should tell an adult who may inform local authorities. |

## GRADE NINE EXAMPLES

### **Performance-Assessment Examples**

The following are examples of two different grade 9 performance-assessment items and student responses. As you look at the samples of grade 9 Rhode Island students' answers, you can refer to the scoring guide on page 2. The student samples displayed here received scores of 3, a score that achieves the performance standard, and 4, a score that exceeds the performance standard. These responses demonstrate the ability to apply, analyze, and interpret health concepts and skills on these items. This high level of achievement is the performance standard expected of ALL students by 2003. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

#### **QUESTION 1**

##### **Standard Seven: Health Advocacy**

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

##### **Performance Description**

Influence and support others in making positive personal health choices about family issues, sexuality, and growing up.

**TEST QUESTION:** You are on a community-based committee that is developing a pamphlet to encourage teenagers to be tolerant of others who are different from themselves. Develop some convincing statements that the committee could use in its pamphlet to persuade teenagers to be tolerant.

## GRADE NINE EXAMPLES

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

There are countless convincing statements that could be used in this pamphlet. A good statement is on a poster in our health room, it reads: "Strength is not only in the similarities, but in the differences". Another good statement could be: "All people were created both different and equal", or the older statement: "Treat people how you would like to be treated." We could add that if nobody ever tolerated each other, then the earth would constantly be plagued by war. The teenagers are the future of this world, and it would be best if they learned to live with each other.

**ANALYSIS:** This student's response is a 3 because it includes many convincing statements. The response is compelling, persuasive, and appealing to an audience of teenagers. "The teenagers are the future of this world, and it would be best if they learned to live with each other." It is positive in its message but not detailed enough to earn a score of 4. The response is better than a 2 because it contains several convincing statements.

## GRADE NINE EXAMPLES

**SCORE OF 4:** This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Tolerant is a nice way to get along with people different.  
Others might treat you the same way if you <sup>were from</sup> different.  
Learning to cope with different people is the best way.  
Everyone is not the same so deal with it.  
Rely on this Pamphlet and you too will be tolerant.  
Anyone can be tolerant.  
Nobody has the right to be treated bad.  
Teenagers can learn how to be tolerant.

**ANALYSIS:** This student's response demonstrates in-depth understanding of ways to influence and support others. The response includes multiple, convincing statements such as "Others might treat you the same way if you were different" and "Nobody has the right to be treated bad." In addition to meeting the requirements of the question, the response suggests an insightful, eye-catching and clever way to present the information in a pamphlet that would appeal to a teenage audience.

## GRADE NINE EXAMPLES

### QUESTION 2

#### Standard Two: Accessing Valid Health Information, Products and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

#### Performance Description

Locate substance abuse prevention services.

**TEST QUESTION:** Mario has seen his friend use marijuana (pot) several times. He is concerned and wants to help his friend. What are some resources Mario could use to get information about substance abuse? Explain how the resources could be helpful.

**SCORE OF 3:** This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

First of all, I would like to say that Mario is a good friend, because friends don't let friends use drugs. Now, resources that Mario could use to get information about substance abuse are, books, Health class, newspapers, the internet, magazine's. These resources can be useful because they will tell you about marijuana and all of the dangers. Personally, I do not think that Mario should waste his time reading

## GRADE NINE EXAMPLES

about it. Mario knows that it is bad, and I think that he should talk to his friend about it, and make him stop. If he doesn't stop then Mario should tell a responsible adult about it. Marijuana is very dangerous and it is also illegal.

**ANALYSIS:** This student's response is a 3 because it identifies many appropriate resources and explains that they will "tell you about marijuana and all of the dangers." The student's personal thoughts on the subject are irrelevant and neither add to nor detract from the score. More detailed discussion of how resources could be useful would raise the score to a 4. The response is better than a 2 because it cites multiple resources and explains how they could be helpful.

## GRADE NINE EXAMPLES

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Mario has seen his friend use pot and wants to encourage him to quit. Mario should go ~~to~~ to his local library and find some information on pot and substance abuse to outline some of the negative consequences of it. He ~~•~~ could talk to a doctor to find out some long term and short term health effects of substance abuse. These could be ~~the~~ helpful in showing ~~the~~ Mario's friend what pot does to the body and what could result. Mario could also find a person who was once an abuser of pot and see if this person could describe the negative consequences of it and how it affected their life. For Mario's friend to see first hand how substance abuse might ruin his life could be what sticks in his mind and affect his most profoundly. Also, Mario may want to look for counseling and support groups for substance abusers and recommend these to his friend.

ANALYSIS: This student's response is a 4 because it identifies multiple resources and provides in-depth explanations of how each resource could be helpful. Explanations include the type of information provided by each source as well as why that information might convince Mario's friend not to use marijuana. The response indicates that a doctor could provide "long term and short term health effects of substance abuse" and that this information could show Mario's friend "what pot does to the body." The response suggests that a former abuser of marijuana could help Mario's friend "see first hand how substance abuse might ruin his life could be what sticks in his mind." The response also suggests identifying "counseling and support groups for substance abusers." The insightful and detailed explanations earn this response a 4.



## GRADE NINE EXAMPLES

### **Multiple-Choice Examples**

Below and on the following page are examples of grade 9 multiple-choice items, possible answers, and explanations as to why each possible response is correct or incorrect.

#### **QUESTION 3**

##### **Standard One: Health Concepts**

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

##### **Performance Description**

Explain the relationships among good nutrition, prevention of disease, and personal wellness.

#### **TEST QUESTION:**

Which of these foods is HIGHEST in the nutrient the body needs to build and repair tissues and muscles?

- |                |  |
|----------------|--|
| A. bread       | A. Incorrect. Bread is mostly carbohydrate, which is the nutrient used for energy.                     |
| B. baked beans | B. Correct. Beans are mostly protein, which is the nutrient needed to build and repair tissues.        |
| C. vegetables  | C. Incorrect. Vegetables are rich in certain vitamins and minerals and some are rich in carbohydrates. |
| D. fruit       | D. Incorrect. Fruits are rich in certain vitamins and minerals and some are rich in carbohydrates.     |

## GRADE NINE EXAMPLES

### QUESTION 4

#### Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### Performance Description

Apply strategies to improve or maintain personal health.

#### TEST QUESTION:

Anita is going hiking on a very warm day. She wants to prevent heat problems. The BEST action for Anita to take is to

- |   |  |
|---|--|
| A. walk very quickly so that she will feel a breeze.      | A. Incorrect. By walking quickly, Anita will expend more energy and be more likely to suffer from heat exhaustion.   |
| B. wear loose, light clothing and drink plenty of water.  | B. Correct. Wearing loose, light clothing increases the rate of evaporation of sweat from the skin, which helps the body stay cool. Drinking plenty of water prevents dehydration. |
| C. do cool-down exercises as soon as the hike is over.    | C. Incorrect. Cool-down activities prevent cramps and potential injuries AFTER vigorous exercise; cool-down exercises do not prevent heat problems DURING exercise.                |
| D. walk very slowly so that she will not exhaust herself. | D. Incorrect. On a very hot day, slow, steady movement can result in heat problems if the individual is improperly dressed or does not consume enough water.                       |